

Beach Haven School District

Art Curriculum

Grade 3-4

Introduction

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies, 21st Century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini
Proposed Revision Date:	Summer 2022

Art Pacing Guide

Unit 1 Elements of Principles of Design	31 days- ongoing
Unit 2: Art and Multicultural	31 days- ongoing
Unit 3: Methods and Media	31 days- ongoing
Unit 4: Aesthetics and Critique	31 days- ongoing

Unit 1: Elements and Principles of Design		Duration: 31 days- ongoing
Standards		
1.1.5. D.1	Identify elements of art and principles of design that are evident in everyday life.	
1.1.5. D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.	
Interdisciplinary Connections		
ELA Standards		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
Career Ready Practices:		
CRP1. Act as a responsible and contributing citizen and employee.		
CRP4. Communicate clearly and effectively and with reason.		
CRP12. Work productively in teams while using cultural global competence.		
21st Century Life and Career Standards:		
9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.		

Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
Essential Understandings	Essential Questions

Students will understand that...

- The compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.
- Art elements and principles of design are evident in everyday life.
- Creative problems are solved by using the elements of art and principles of design.

- How do the elements and principles of art enhance the functionality of living?
- How are the elements of art and the principles of design used in creative problem solving?

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/Cooperative grouping
- Teacher tutoring

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments

Basic Skills

- Modified instruction/assignments
- Graphic Organizers
- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help

Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- One-- on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

- One- on- one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

Knowledge and Skills

Content Students will know...

- That artwork reflects the elements and principles of design.
- How art and design enhance functionality and improve quality of life.

Skills: Students will be able to ...

- Recognize elements and principles of design are universal.
- Understand the function and purpose of the elements of art and principles of design.
- Use these elements in their own art work.
- Discuss these elements with the class.

Instructional Plan	
Suggested Activities/Lessons Based On	Resources
Students will learn about the Elements of Design: Line, Shape, Color, Texture, Form, Space with lessons such as Canadian Leaf Cuts, Yarn Painting, and landscape drawing.	Art supplies/ Art Room equipment
Students will learn about the Principles of Design: Balance, Proportion, Rhythm, Emphasis and Unity with lessons such as still life drawing, mask making, and watercolor paintings.	Reproductions, videos, DVDs, magazines, online resources
Literature	
<ul style="list-style-type: none"> ● Discover Art: a Davis Publication 	
Websites	
Scholastic Art Magazine brings students full color features on contemporary, classic, and student artists from around the world.	https://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, and History.	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons and videos.	https://www.theartofed.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student’s oral responses to open-ended questions ● Peer and self-critique ● Student demonstrated skills 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation

Unit 2: Art History	Duration: 31 days- ongoing
Standards	
1.2.5. A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5. A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5. A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Interdisciplinary Connections	
ELA Standards	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Social Studies Standards	
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

	<p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of

using print and non-print electronic information sources to complete a variety of tasks.

Essential Understandings

Students will understand that...

- Art and culture affect and reflect each other.
- Artworks share characteristic approaches to content, form, style, and design.
- Individual artists and works can influence artists and signal the beginning of a new art genre.
- Art movements may be created by an individual or group.
- Cultures, societies, and eras influence art history.
- Mediums, artistic styles, and techniques can be specific to multiple cultures

Essential Questions

- How is the new form of art produced?
- What influences art?
- How is cultural uniqueness expressed through art?

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/Cooperative grouping
- Teacher tutoring

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments

Basic Skills

- Modified instruction/assignments
- Graphic Organizers
- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals

- Send Home Materials for the Student to Use Relating to the Lesson
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- One- on- one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

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Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That artwork reflects historical, cultural, and aesthetic perspectives. ● That artworks share characteristic approaches to content, form, style, and design. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify a culture through its art. ● Shared characteristics define a style.
Instructional Plan	
Suggested Activities	Resources

Students will learn about Ancient Egypt and Western Civilization by creating Mummies, as a soft sculpture, Greek Amphorae sculptures, German Cuckoo Clocks, and Scarabs made from clay.	Art supplies/Art Room Equipment
Students will learn about Medieval Art by creating a “Coat of Arms”, cylinder castles, a ‘Book of Days’ calendar.	Reproductions, DVDs, videos, magazines, online resources
Students will learn about the Art of Americas by creating Olmec heads, Seed spirits, and Native American Shields.	Art Supplies
Literature	
<ul style="list-style-type: none"> ● Discover Art: a Davis Publication 	
Websites	
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artist from around the world.	http://art.scholastic.com

Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science and History.	http://artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	http://www.theartofed.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher observation ● Student demonstrated skills ● Students oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation

Unit 3: Methods and Media	Duration: 31 days-ongoing
Standard	
1.3.5. D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive

	visual statements and that employ the elements of art and principles of design.
1.3.5. D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5. D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5. D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5. D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
	Interdisciplinary Connections
	ELA Standards
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	
	Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Essential Understandings	Essential Questions	
<ul style="list-style-type: none"> ● Art materials and elements can be used individually or collaboratively to express and create works of art. ● Art elements and principles of design are used to create art. ● Tool, techniques, and materials influence the way artists express their ideas and feelings. 	<ul style="list-style-type: none"> ● How do we use art elements and principles of design to express our ideas and create art? ● How do artists choose tools and techniques, and materials to express their ideas? 	

Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● TPR (Total Physical Response) Method to Teach Language and Vocabulary ● Flexible/Cooperative grouping ● Teacher tutoring 	
Gifted and Talented	
<ul style="list-style-type: none"> ● Alternative assignments ● Employ valid and reliable research strategies ● Modified instruction/assignments 	

Basic Skills

- Modified instruction/assignments
- Graphic Organizers
- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
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Special Education

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Knowledge and Skills**Content****Skills**

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Criteria for determining the aesthetic merits of artwork may vary according to context ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Make value judgements about the arts by understanding the context, compositional design and genre. ● Determine the aesthetic merits of artwork vary according to context.
Instructional Plan	
Suggested Activities	Resources
Students will learn about Drawing, Paintings, Sculpture, Murals, Cutting, Folding and Gluing.	Art Supplies supplies/Art Room Equipment
Drawing-Glitter Cities, animals, alphabet areas	Reproductions, DVDs, videos, magazines, online resources
Students will be paintings Winslow Homer, city and country, and watercolor maps.	Art supplies
Students will create sculpture-mummies, cartouches, and Mayan serpents.	Art supplies
Students will create murals of cities, arctic life, classrooms, and life in a castle.	Art supplies
Students will be cutting fiesta banners, effigy-faced vases, and storyteller masks.	Art supplies
Students will be folding kaleidoscope squares, fiesta banners, and leaf cuts.	Art supplies
Students will be gluing kachinas, collage, and murals.	Art supplies
Literature	

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|---|
| <ul style="list-style-type: none"> ● Discover Art: a Davis Publication |
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Websites

Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.

www.art.scholastic.com

Artrageous with Nate is an Emmy award-winning children's web series Mashup of Art, Science, and History.

<https://artrageouswithnate.com>

The Art of Ed is an online resource for art teachers providing online classics, teaching materials, lessons and videos.

<https://www.theartofed.com>

Evidence of Student Learning

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Student's oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessment ● Rubrics ● Peer and self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation

Unit 4: Aesthetics and Critique		Duration: 31 days- ongoing
Standards		
1.4.5. A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	
1.4.5. A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	
1.4.5. A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	
1.4.5. B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	
1.4.5. B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	
1.4.5. B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	
1.4.5. B.4	Define technical proficiency, using the elements of the arts and principles of design.	
1.4.5. B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	
Interdisciplinary Connections		
ELA Standards		
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	

	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
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	Technology Standards	
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Works of art may be organized according to their functions and artistic purposes. Criteria for 		<ul style="list-style-type: none"> How do your life experiences influence your art? What are some ways artists express their visions/ideas? How does studying art help you view and judge art? How do you observe art?

<p>determining the aesthetic merits of artwork vary according to context.</p> <ul style="list-style-type: none"> Visual art can be a representation of an individual response to the world. Artists of different cultures express messages and ideas in different ways. Artwork is evaluated using a set of criteria. Art knowledge guides an individual to an artistic interpretation. 	
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Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/Cooperative grouping
- Teacher tutoring

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments

Basic Skills

- Modified instruction/assignments
- Graphic Organizers
- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
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Special Education

- One-- on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

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Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● There is domain specific vocabulary. ● Artists and viewers can and do disagree about the relative merits of artwork. ● Criteria for determining the aesthetic merits of artwork vary according to context. ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Analyze and assess levels of proficiency through how artists apply the elements of art and principles of design. ● Identify and utilize criteria for evaluating art. ● Make value judgments about the arts by understanding the context, compositional design and genre. ● Determine the aesthetic merits of artwork vary according to context.
Instructional Plan	
Suggested Activities	Resources
<p>Students will learn to discuss and review student art work by using a critique to evaluate their own art work.</p>	<p>Art supplies/Art Room Equipment</p>
<p>Students will learn to discuss and review famous works of art by reviewing examples of art work displayed for each lesson.</p>	<p>Reproductions, videos, DVDs, magazines, online resources</p>

Students will write a critique of an artwork during the school year.	Writing utensils
Literature	
<ul style="list-style-type: none"> Discover Art: A Davis Publication 	
Websites	
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science and History.	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons and videos.	https://www.theartofed.com

Evidence of Student Learning Assessments	
Formative Assessments	Summative Assessments

- Teacher Observation
- Student demonstrated skills
- Student's oral responses to open ended questions

Peer and self-critique

- Teacher created assessments
- Rubrics
- Self-critique

Benchmark

- Student Art Piece with Rubric

Alternative

- Student drawing to stretch project ideas or layout
- Student self-reflection about art creation or discussion while planning art project
- Conversation/presentation rubric to score student work and presentation of final creation